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ABSTRACT

This project report describes a program designed to increase the effectiveness of the general educational program for the Filipino-Indian community in the Bainbridge Island School System. The rationale is based on the need for improved home-school contact and communications, the need for improved average daily attendance, and the need for improved cultural enrichment of the curriculum through additional ethnic studies. The project is designed to include three basic components: a) cultural enrichment of social studies; b) individualized programs of remedial activities in the tool subjects; and c) use of home-school liaison aides and other non-certified staff from the Filipino-Indian community. Description is given of the scope of the program, parent-community involvement, and the budget for the program. An evaluation is made and data from the study is presented. Appendices include three surveys used in evaluating the program and an outline for a course in the history of Filipino-American Culture. (SHM)

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A TITLE III PROGRAM

"TOWARD ACCEPTANCE"

1969-72

Bainbridge Island School District No. 303

Bainbridge Island, Washington

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NARRATIVE REPORT

SUMMARY

This program has had as its intent an increase in the effectiveness of the general educational program for selected minority students in the Bainbridge Island School System. Three basic areas of need have manifested themselves over the years, and served as the basis for the proposed activities:

1. The need for improved home-school contact and communications,
2. The need for improved average daily attendance, and
3. The need for improved cultural enrichment of the curriculum through additional ethnic studies.

The project was designed to include three basic components:

1. Cultural enrichment of social studies where appropriate,
2. Individualized programs of remedial activities in the tool subjects, and
3. Use of home-school liaison aides and other non-certified staff from the Filipino-Indian community.

The underlying goal of the project has been to develop an environment conducive to the strengthening of self-concept both at home and at school whereby the parent and the child can more fully use the educational opportunities available.

CONTEXT

The Locale: Although it is becoming a bedroom community for Seattle commuters, Bainbridge Island is far from being a typical suburban community. The population of over 8,000 residents is one of social and economic extremes. The economic mix includes a number of unemployed, retired professionals, farmers, professionals working on

Bainbridge Island and in Seattle, and skilled tradesmen and laborers working in the greater Kitsap County area. Kitsap County represents a population concentration of approximately 100,000 with a current unemployment rate of 9.9%, considerably above the national level. Families representing 2,000 children receive AFDC payments.

The resident population of Bainbridge Island is mostly Caucasian, with a minority population made up of Filipino, American Indian, Japanese, Filipino-Indian, Korean and Blacks. Children of these families will generally represent six to eight percent of the school enrollment. With the exception of some of Indian and Filipino-Indian students, the other minorities have successful school and community experiences. The Indian and Filipino-Indian students apparently lacked the self-concept and involvement to allow them to fully realize their potential.

The hypothesis underlying the program is found in the concept that exposing students and teachers to the rich Filipino-Indian cultural heritage, along with a badly needed improvement in home-school communication, a more conducive atmosphere for a strengthening of self-image would develop.

The School System: The school system serves 2,262 students in the typical K-12 mode, with two K-5 elementary buildings feeding an intermediate school including grades 6-8. The high school is of a comprehensive type comprising grades 9-12.

The district growth has been relatively stable over the years averaging approximately two percent per year. The financial base and community support has been such that the system has not suffered the dislocation of double shifting, extreme class overloads, and attendant instability of extreme economic variance. The tax base is mainly residential property, with a few light industries and a small commercial district. Twenty-three percent of the total budget comes from a 9.5 mill special levy tax on property. The public has supported these additional assessments over the years with the 1971-72 per pupil expenditure being $761.00 as compared with a state average of $760.00.

Needs Assessment: School records indicated certain patterns of attendance, drop-out, academic achievement and developmental growth indicated that additional approaches and activities were necessary if the target group was to function more effectively and realize a higher degree of educational success. The Administrative Assistant in charge of curriculum along with the high school counseling staff, the intermediate school principal and librarian developed the rationale and stated objectives for the program.

PROGRAM DESCRIPTION

SCOPE OF THE PROGRAM

The program was designed to serve the general school population of approximately 2,300 students with an emphasis approximately 170 minority students. The focal areas of activity were in Grade 3 in the elementary schools and Grades 7-12 in the secondary level.

General Goal: To increase the success of Filipino-Indian students in the general areas of educational and social development.

Objective A: During the 1971-72 school year the drop-out rate for Filipino-Indian students, who have been enrolled in Bainbridge Island School District for two or more years, will not exceed that for all other students.

Objective B: During the 1971-72 school year the academic level of Filipino-Indian students in Grades 6, 7 and 8 who receive Learning Lab prescriptive teaching will increase significantly from baseline data in the tool subjects.

Objective C: During the 1971-72 school year the average daily attendance of Filipino-Indian students will equal that of all other students.

Objective D: During the 1971-72 school year resource units in the areas of minority cultures, heritage and history will be prepared from Title III resource materials and presented to selected classes in conjunction with regular curricular offerings.

Personnel: In addition to the general involvement of the staff, project personnel included a Director to supervise and coordinate parent, teacher, and student involvement, a Home-School Liaison Aide attached to the certified staff to establish closer contact and home communication, and a Library Aide to assist the Director with clerical aspects of the program. It became readily apparent that the Library Aide position when filled by a member of the minority community filled an additional home-school liaison role. Under the Emergency Manpower Act of 1971, the District was able to add an additional home-school aide at the high school.

The liaison personnel worked closely with professional staff at all levels as individual student needs dictated. One of the most important factors of their successful implementation was that of flexibility; the capacity to put the "right" person with the "right" problem at the "right" time.

Not only does this call for a flexible administration and staff, but an adaptable aide. Liaison personnel must have an extremely well-developed self-image, plus the ability to place the welfare and potential of the individual student above all outside pressures--both school and community.

The greatest hazard we have encountered in the personnel area is finding qualified candidates for the aide positions. The task of replacing all present personnel is complicated by the size and unique character of the community. Once these positions are established continuation is imperative, and the supply of motivated and capable recruits tuned-in to the particular locale are in scarce supply.

Needs: The originating staff identified areas of need which were finalized in four general areas:

1. A five year 1963-68 study showed a 17% drop-out rate for Filipino-Indian students as opposed to 3.3% for all other students.

2. 1967-68 intermediate school attendance records showed a 95.8% average daily attendance for majority students as compared to 88.8% for Indian-Filipino students. K-12 the comparison was 94.6% and 92.5% respectively.

3. 1967-68 SRA Achievement Test Series Form D indicated a grade level deficiency 1.2 for the target group as compared with the majority students on the intermediate level, Grades 4-8. Similar differences were noted at the 9-12 level using the Iowa Test of Educational Development.

4. The social studies curriculum did not include sufficient opportunity for cultural enrichment in the areas of Filipino and Indian heritage.

Procedures: The program was funded for three academic years, 1969-72. This report is an evaluation of the three year program. Funding was on a descending basis with the District assuming full funding for the 1972-73 academic year.

The activities involved all of the schools in the system with aides located in each of the buildings at various times during the school day. The cultural enrichment activities in the curriculum area involved the normal classrooms when appropriate and field trips to museums, etc. when necessary.

Periodic reviews were made on the basis of meetings held with the Title III Citizens Advisory Council--an ad hoc committee made-up of members of the minority community to consider various problems and aspects of month-to-month activities.

Also, quarterly reports to the State Office of Public Instruction, and yearly summaries to the local district superintendent served as a basis for evaluation. Furthermore, a program involving the use of aides day-to-day evaluation becomes part and parcel of normal activity.

Inservice training for both professional and non-professional staff was implemented as follows:

1. Home-School Liaison Aides

a.	1970-71	Institute for Migrant Education, Eastern Washington State College	8 weeks
b.	1971-72	Filipino Youth Convention and Workshop, Seattle University	4 days

2. Professional Staff

a.	1969-70 (August)	Human Relations Workshop Intermediate School Staff	1 day
b.	1969-70 (October)	Human Relation Workshop Dr. David Martin, Professor, University of Texas Mr. Phillip Hayasaka Director, Dept. of Human Rights, City of Seattle Mr. Ted George Education Director, Puyallup Community Action Program Mr. Robert Groeschell Director of Elementary Education State Office	1 day

c.	1970-71 (August)	Curriculum Workshop 3rd Grade Social Studies Project Director	2 days
d.	1970-71 (Sept.)	Human Relations; Minority Group Emphasis--All Staff Dr. Palomares, Leader	1 day

Activities: The basic goal of achieving an improved self-concept both at home and at school was to be the product of:

1. Affording the student the opportunity to develop an awareness of his rich cultural heritage,
2. The inclusion on the school staff employees of diverse ethnic background, and
3. Greater opportunities for communication and acceptance between educator, student and parent.

ACADEMIC YEAR
1969-70

1. General Activities
   a. Establishment of a Title III Advisory Council comprised of a cross section of minority group citizens to act in an ad hoc capacity to deal with problems as they arise.
   b. Employment of two paraprofessionals from the minority group community; one home-school liaison aide and an elementary library aide.
   c. In-service activities--previously stated.
   d. Instructional materials, both print and non-print, were purchased to form a nucleus for a multi-ethnic resource center.
2. Curricular Activities
   a. Cultural enrichment presentations to classes by aides and community resource personnel--all 3rd grade classes.

b. Study of American Indian History, Culture and Heritage--all 3rd grade classes.

c. Field trips to specialized museums and historic sites to view artifacts--all 3rd grade classes.

d. Assembly program by Indian children involved in the Title III "Pride in Heritage" from Spokane--all 3rd grade classes and 6, 7, 8th grade social studies classes.

e. Units on the Philippines, a Christmas program of Filipino customs, Northwest Indian religion and culture were included in the Intermediate School Social Studies and Language Arts curriculum.

f. High school involvement was mainly in the area of home-school contact by the aides through the counseling and administration office.

ACADEMIC YEAR
1970-71

1. General Activities

a. In-service activities--previously stated.

b. Joint sponsorship of the dedication of new school facilities with the local Filipino-American Community Club which included a dinner featuring Filipino food, music and dance.

c. The establishment, through Olympic College of a G.E.D. class for Bainbridge Island high school dropouts.

2. Curricular Activities

a. The same 3rd grade and intermediate school activities as the prior year.

b. Discussions were begun as to the feasibility of high school social studies class devoted to the history and culture of the Philippines.

ACADEMIC YEAR
1971-72

1. General Activities

   a. Hired a second home-school liaison aide for the high school under the Emergency Manpower Act of 1971.

   b. Assisted with a Title III mini-grant for the community to establish a Filipino Youth Association on Bainbridge Island.

2. Curricular Activities

   a. Established a trimester course at the high school level on History and Culture of the Philippines.

   b. Established both an adult and youth class in the Evening School Division--"Philippine National Language, Tagalog."

   c. Assisted with the establishment of the Learning Resource Center at the Intermediate School; geared toward remedial activities in the tool subjects.

   d. Some 3rd grade and intermediate school activities as the prior year.

   e. Student prepared video tape and slide presentation, along with native music and dance program presented to local classes, as well as other school districts.

Of particular interest to the Title III program was the affect of the Learning Resource Room activities on the minority students involved, and the achievement of Objective B. Students were selected for inclusion in the program by the following criteria:

1. Two or more levels below grade in reading, math or language arts in the SRA Multi-Level Achievement Series.

2. Staff recommendation.

3. GPA of 1.0 or below in reading, math, or language arts.

They were scheduled into the Resource Room for an instructional period of 45 minutes throughout the school day, with approximately 30 minutes given to academic programs and 10 minutes given for free time activities. Pupils were scheduled into the Resource Room no more than twice in any one day; the rest of time being spent in regular classes.

All pupils were diagnosed and instructed on an individual basis in both reading and math. Two full-time teachers, two full-time aides, and one half-time secretary comprised the staff. Teacher-pupil ratios averaged 1 to 10, and the aide factor reduced the ratio to 1 to 5 effective level.

Each student's academic progress was recorded and charted daily on 6-cycle semi-day paper by the student. This was reviewed daily with the student by one of the teachers. Parent feedback was one informal and one formal report each quarter. No parents requested conferences.

All students were measured daily on each part of their academic programs. Measures were taken with rate and accuracy percentage scores. All reading students had a daily oral reading sample with comprehension questions on the selections read.

Specific motivation was provided almost exclusively by teacher encouragement and praise and by providing programs which assured success for each student.

Several work sequences were designed to be used with commercially prepared programs. These specifically fit measurement techniques, along with many teacher-made programs to deal with specific skill deficiencies.

Basically, the Resource Room is a seperate program in its first year of operation. Subsequent reporting will include a detailed description and evaluation.

PARENT-COMMUNITY INVOLVEMENT

Parents had, as members of the Ad Hoc Advisory Council, a role in recommending areas of emphasis, personnel, and general information dissemination. The Council was made up of parents, students, and interested citizens. The community was made aware of various activities through local media.

During the second year of the program dissatisfaction with the lack of emphasis on the high school level was made known to the District Administration. The program was originally designed to function at the elementary and intermediate levels with carry over into the high school as needs dictated.

High school students felt left out of the program, and the aide time allocated to them was insufficient to do an effective job. A parent group, The Minority Coalition, was formed to bring the matter to the attention of the school system. After several meetings their recommendations of additional aide time at the high school was implemented. The curricular activities on the high school level were already in the planning stage meeting one of the concerns of the group.

BUDGET

The total cost of the program was $42,607.00 (36 months). These funds were provided by the U. S. Office of Education from Title III and Title II ESEA monies. The Title II allocation was a one-time appropriation the first year for the purchase of special library and audio-visual instructional materials and equipment in the amount of $5,500.00.

Expenditures

Capital Outlay	$ 46.50	$ 0	$ 0
Professional Salaries	4,104.00	4,453.00	2,099.00
Non-Professional Salaries	7,403.50	5,009.00	4,327.00
Employee Benefits	76[illegible].00	663.00	595.00
Contracted Services	813.50	1,400.00	1,100.00
Supplies and Materials	546.00	300.00	1,320.00
Travel and Communication	692.50	460.00	550.00
	$14,788.00*	$12,285.00	$ 9,991.00

*$3,227.00 carried over to 1970-71

Total Amount for the Three Years: $37,064.00

In addition to the amount above, $5,543.00 for resource materials in the area of multi-ethnic history and culture was received under a special Title II Grant.

Books and Pamphlets	$ 3,765.00	150 items
Filmstrips	1,124.00	30 sets
Media Kit	208.00	
Records	130.00	11 sets
Maps	316.00	12 items
	$ 5,543.00	

The funding was on a descending basis with local district assuming the difference during the second and third years.

While the program hopefully had a "ripple effect" affecting all students, only those directly involved will be used for the purposes of assessing per pupil costs.

		Total
All 3rd Grade Students	3 years @ 160	480
All 6th Grade Students	3 years @ 180	540
Misc. 7-12 Grade Students	3 years @ 70	210
		1,230

The per pupil costs based on the foregoing ($42,607 divided by 1,230 students) amounts to approximately $34.62, or $11.54 per pupil per year.

Pro-rated on the basis of including only minority students, the following is the per pupil cost:

Minority students	3 years @ 171	513
Per Pupil Cost	3 years	$ 81.05
	Per year	27.02

EVALUATION

Objectives: All of the objectives as stated in the continuation application for 1971-72 are to be included in the evaluation.

General Goal: To increase the success of selected Filipino-Indian students in the general areas of education and social development.

Objective A: During the 1971-72 school year the drop-out rate for Filipino-Indian students, who have enrolled in Bainbridge Island School District for two or more years, will not exceed that for all other students.

Procedures

1. The Home-School Liaison Aide will conference with the student at such a time that drop-out seems a possibility. The criteria for possible drop-out are as follows:

   a. Poor attendance

   b. Poor grades

   c. Verbal statement of drop-out plans

2. Following this, the aide will conference with appropriate professional personnel: counselors, teachers, administrators, preferably in a case study setting.

3. The aide will then conference with the student and parent.

4. The aide will help plan a program of activities designed to help motivate continued school attendance.

5. The aide will conduct follow-up contacts to assess progress and alert the professional staff to the need for alternate plans.

Objective B: During the 1971-72 school year the academic level of Filipino-Indian students in grades 6, 7, and 8 who receive Learning Lab prescriptive teaching will increase significantly from baseline data in the tool subjects.

Procedures

1. Programmed materials both commercially prepared and teacher constructed.

2. Individualized program in reading, math and language arts depending upon level.

3. Upon achieving at proper grade level for six weeks student will be returned to regular schedule.

4. Home-School Liaison will contact parents to help reinforce remediation.

   a. Explanation of activities in Learning Lab.

   b. Help parents to create environment in the home to reinforce Learning Lab activities.

Objective C: During the 1971-72 school year the average daily attendance of Filipino-Indian students will equal that of all other students.

Procedures

1. A monthly ADA survey, K-12, will be conducted.

2. When average daily attendance falls below the district norm, the liaison aide will contact the home to discuss reasons for attendance problems.

3. The home visit will be followed by a conference involving the student and liaison aide to discuss reasons for attendance problems.

4. Should no change occur, the liaison aide will arrange for a conference with the school administration, counselor, student, and parents to plan some specific remedial program in order to improve attendance.

Objective D: During the 1971-72 school year resource units in the areas of minority cultures, heritage, and history will be prepared from Title III resource materials and presented to selected classes in conjunction with regular curricular offerings.

Procedures

1. A list of school resource volunteers from the various community minority groups will be developed.

2. The liaison aide will assist minority group students and appropriate social studies teachers in developing curriculum enrichment units.

3. The liaison aide will survey the surrounding areas for available enrichment and instructional materials for use in school presentations.

4. The liaison aides will present enrichment activities throughout the district where appropriate in social studies and language arts, K-12.

Choosing Participants: Students were selected on the basis of drop-out records, average daily attendance records, academic achievement patterns, and the test results concerning reading and math grade level placement in grades 6, 7, and 8. The students were in the regular educational program with the exception of the nine assigned to the Learning Resource Room for one or two periods per day. The evaluation included the Filipino-Indian minority group.

Describing Participants: All Filipino-Indian students K-12 were involved in one form or another. For the learning resources, students' achievement scores on the SRA Multi-Level Achievement Test and the Wide-range Achievement Test were available. These eight could be described as having learning disabilities which placed them at two or more levels below grade reading or math.

Measuring Changes: The evaluation design for the four stated performance objectives are as follows:

Objective A:

1. Intent

   Measure changes in drop-out rate of the Filipino-Indian students between grade 8 and 12.

   a. Record Total Caucasian Population in grades 8-12 and number of drop-outs for the academic year 1971-72.

   b. Show the percentage of Caucasian drop-outs.

   c. Record total Filipino-Indian population in grades 8-12 and the number of drop-outs for the academic year 1971-72.

   d. Show the percentage of Filipino-Indian drop-outs.

   e. Compare the percentages.

2. Significant Difference

   For the purpose of the study a rate which will not exceed that for all other students will be regarded as significant.

3. Instrument or Procedure

Official school attendance records will be utilized for measurement purposes.

4. Definition of Terms

a. "Drop-Out" to mean those students who voluntarily terminate attendance at Bainbridge Island schools and do not enroll elsewhere.

b. "Bainbridge Island Student" to mean any student enrolled in the school district for two years or more.

Objective B:

1. Intent

Measure changes in grade equivalency test scores for selected Filipino-Indian students subjected to a precision teaching remedial environment.

2. Significant Difference

On the basis of pre- and post-test data, there will be a statistically significant increase during the 1971-72 academic year.

3. Instrument or Procedure

Pre and post test with SRA Multi-Level Achievement Series

a. September administration of test.

b. May administration of test.

c. Compare the two scores and determine the statistical significance.

Pre and post test with the Wide-range Achievement Test

a. September administration of test.

b. May administration of test.

c. Compare the two scores and determine the statistical significance.

Objective C:

1. Intent

Measure the relationship of ADA for Filipino-Indian students to all other students, and to attempt to achieve a uniform percentage for all students.

2. Instrument or Procedure

a. Record total Caucasian population in grades K-12 and ADA percentage for the academic year 1971-72.

b. Record total Filipino-Indian population in grades K-12 and ADA percentage for the academic year 1971-72.

c. Compare the percentages.

Objective D:

1. Intent

Register a change in the exposure of students to the cultural contributions of community minority groups, and to construct resource units to be available to all teachers.

2. Instrument or Procedure

a. A count of all field trips, lectures, programs, and presentations will be recorded.

b. A record of resource units will be made.

c. The resource units must meet the following standards:

(1) They must fit the grade level curriculum as determined by the teachers.

(2) They must involve minority group resource persons.

PRESENTING DATA

Objective A: The drop-out rate was one of the main concerns leading to the implementation of the program. While we did not meet the specific performance level desired in Objective A, the reduction trend is significant and extremely gratifying.

Year	Student Majority	Drop-Outs	%	Filipino-Indian Students	Drop-Outs	%
1963-68 5-year Avg.	Baseline		3.3			17.0
1968-69	610*	23	3.7	34*	6	14.1
1969-70	626*	11	1.7	33*	1	3.3
1970-71	701*	6	0.9	32*	2	6.1
1971-72	993**	9	0.8	40**	1	2.5

The three year average of 3.8% will not be reducible to a much smaller degree in that dealing with such small numbers annual percentages are misleading. It is doubtful that any academic year will solve all problems for all students.

*Grades 9-12

**Grades 8-12

Objective B: The prescriptive teaching format would seem to be achieving a positive result for those students selected to be included. The overall appraisal of the effectiveness of this program must be based on the follow-up of these students in ensuing years. We have represented here some family histories of poor attendance, drop-out, and academic under-achievement. Whether or not positive achievement experiences will serve as a sufficiently powerful motivational factor remains to be seen.

Reading:

	Grade Level	WRAT Pre-Test Baseline Grade Level	WRAT Post-Test Grade Level	SRA Pre-Test	SRA Post-Test*	I.Q. WRAT	I.Q. PMA
Student A	6	3.5	4.6	2.6		81	74
B	6	2.4	2.9	2.7		67	72
C	6	3.6	3.6	4.9		88	82
D	7	2.2	2.9	None		74	72
E	7	4.6	5.7	4.1		84	95
F	7	3.9	4.6	2.6		73	92
G	8	3.2	4.4	4.9		71	71
H	8	None	4.9	3.6		None	None

*Results not available until September, 1972

Mathematics:

	Grade Level	WRAT Pre-Test	WRAT Post-Test	SRA Pre-Test	SRA Post-Test*
Student 1	6	2.8	3.9	4.1	
2	6	5.3	4.7	3.8	
3	7	2.9	4.4	3.7	
4	7	2.6	5.3	None	
5	7	6.9	6.1	5.9	
6	8	4.4	3.4	3.5	
7	8	None	4.9	5.1	

Objective C: During the 1971-72 school year, the average daily attendance of Filipino-Indian students will equal that of all other students.

Level	Filipino-Indian Students	ADA%	All Other Students	ADA%
K-5	26	95.5	902	95.6
6-8	20	93.8	535	95.4
9-12	27	92.5	677	91.2
	63	93.9	2,114	94.1

This objective can be considered as accomplished. What the figures do not show are some of the radical changes in individual attendance patterns. One difficulty in using percentage comparisons is that of the small number involved; any major drop in the attendance, for whatever reason, by one or two students has a radical effect.

*Results not available until September, 1972

Objective D: During the 1971-72 school year, this objective was accomplished by the development within the high school social studies curriculum, a class in Filipino history and culture as it has affected the history of Bainbridge Island. A copy of the course of study is included in the appendices.

Additionally, the students prepared a video tape program, a slide presentation, and developed some folk music and dance to be presented to other schools, and lower level grades in our district. During the last trimester, presentations were made at the intermediate school, North Kitsap Junior High School, and Mercer Island High School.

The course is being continued, and discussions within the social studies department indicate expansion into other cultures and histories of the Asian world.

SECONDARY OBJECTIVES

The program had as its focus four measurable objectives. While these were of primary concern, there were benefits to the community which deserve mention.

1. Effective home-school communication with minority families long overdue was accomplished.
2. Involvement by parents and members of the Filipino-Indian community in school activities and affairs was established.
3. A Filipino Youth Activities group for Island children was established.
4. Employment of Filipino-Indian citizens was accomplished.
5. An emergence of a new leadership group of concerned Filipino-Indian citizens took place.
6. The local curriculum is beginning to reflect the rich cultural heritage of an ethnically diverse community.

RECOMMENDATIONS

On the basis of results of the activities of the preceding three years, a survey of Filipino-Indian students, parents, and district teachers, the following recommendations are being submitted to Superintendent of Schools:

1. The continuation of the home-school liaison aide positions in the elementary P. E. area, the intermediate school library aide position, and in the high school.

2. The continuation of the social studies enrichment activities at all three educational levels.

3. The hiring of minority certified staff to the extent that the professional staff reflects the ethnic make-up of the community.

APPENDICES

APPENDICES

Appendix A . . . . . Parental Survey

Appendix B . . . . . Certified Staff Survey

Appendix C . . . . . Student Survey

Appendix D . . . . . Course Outline

Appendix A

This survey was distributed to thirty families representing Filipino-Indian students grades K thru 12. Of the total of 37 forms sent out, 30 were returned for a total of 81%.

I. Returns by group

Parents: 24 Students: 5 Interested Citizen: 1 Total 30

II. Responses by section

Home-School Liaison Aides	Yes	No	N.A.
A. Have aides helped in any of the following areas:			
1. To make contact with the school	86%	14%	
2. To help in guidance with a child	86%	6%	8%
3. To help with school work, vocational plans, educational plans, etc.	76%	10%	4%
4. To make contact with other agency	50%	30%	20%
5. To ask you to volunteer to serve on school projects	46.6%	43.3%	10.1%
B. In your opinion, have school-home communications improved since the aide program was started?	90%	3%	7%
C. In your opinion, do you feel that the school system is more responsive to the needs of your child because of the Home-School Aide Program?	93%	3%	4%
D. In your opinion, do you feel that the school system should continue the aide program?	96%	3%	1%
Curricular Activities			
A. Have your children been involved in any of the curriculum activities?	56.6%	30%	13.4%
B. Do you feel that the study of the Filipino and Indian culture is of value to your children?	90%	6%	4%
C. Do you feel that these units of study have helped the school staff increase their effectiveness?	73%	7%	20%

Learning Resource Center	Yes	No	N.A.
A. Do you have children in the Resource Center Program?	20%		
B. Have you seen improvement in			
1. Reading skills	66%	17%	17%
2. Arithmetic Skills	83%		17%
3. Study habits	83%	17%	
4. Attitude toward school in general	100%		

III. Comments

The following were submitted as general comments by individuals.

	Frequency
1. Hire certified Filipino or Indian teachers	6
2. Social studies classes dealing with all Asian cultures	3
(a) Asian ethnic class	2
(b) Indian history and culture class	1
3. Check progress and original goals	1
4. Continuation of classes (Social Studies)	1
5. Keep the aides	1
6. More questionaires sent out	1
7. Parents should have a chance to observe aides	1
8. Title III has helped their children	
(a) Speech therapy	1
(b) Special tutoring	2
9. Culture class, arts and crafts, etc. should be offered on other grade levels	1
10. Didn't know school had counselor aides	1

Appendix B

A survey of the certified staff who have been involved with the Home-School Liaison Aides, resource materials, and curriculum enrichment activities was taken. The results showed a positive reaction to the program wherever a faculty member was involved.

		Yes	No
1.	Have the aides assited you in any of the following situations?		
	(a) Contact with the home	52.0%	48.0%
	(b) Guidance with a student	63.0%	37.0%
	(c) Assistance with a class project	37.0%	63.0%
	(d) Contact with other social agencies	26.0%	74.0%
	(e) As a resource person	48.0%	52.0%
	(f) Extra-curricular activity	24.0%	76.0%
2.	Have the aides furthered your understanding of the Filipino-Indian student and his family?	62.0%	38.0%

3. Have the aides improved home-school communication?
   Yes: 70.0% No: 14.0% Do not know: 16.0%

4. Has the Title III program been of value to a particular student with whom you have had contact?
   Yes: 48.0% No: 8.0% No Answer: 44.0%

5. Which area of the program do you feel should continue?

(a) Home-School Liaison Aides	74.0%
(b) Field trips, resource kits, etc.	74.0%
(c) Assemblies, resource speakers, arts and crafts demonstrations	81.0%
(d) Social Studies - Ethnic Studies	66.0%

Appendix C

Title III

Student Survey

This survey is intended to help the School District Administration determine the value of the different parts of the Title III program.

Male 24 Female 14

		Yes	No	N.A.
I.	Home-School Liaison Aides			
A.	Have aides helped in any of the following areas:			
1.	Academic guidance	37%	59%	4%
2.	Vocational guidance	24%	76%	
3.	Personal guidance	64%	36%	
4.	Contact with community agencies (Employment, medical, etc.)	51%	47%	2%
B.	Have aides been available to you when you needed them?	61%	17%	22%
C.	Have you sought-out the aides for help?	59%	37%	4%
D.	Have they come to you?	53%	41%	6%
E.	Do you feel that the aide position has been of value to you?	53%	29%	18%
F.	Do you feel the aide position should be continued	100%		
II.	Curriculum Activities			
A.	Have you been involved in the social study units of Filipino or Indian cultures? (3rd grade, 6th grade, high school)	68%	28%	4%
B.	Do you feel that you have benefited from these?	58%	20%	22%
C.	Do you feel uncomfortable as a result of these units being taught?	10%	86%	4%
D.	Do you feel that your classmates benefited from these studies?	55%	30%	15%
E.	Should these units be continued	90%	8%	2%
F.	Have you gained more pride in your heritage as a result of these units?	76%	16%	8%

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Subject: A proposed social studies course for Bainbridge Island High School.

Title: A History of Filipino-American Culture.

Purpose: To build an awareness of the richness of the Filipino-American culture and develop the heritage of this ethnic group on Bainbridge Island.

Character: An experimental course having as its goal the construction of a resource unit dealing with the Filipino-American culture, heritage, and history as related to Bainbridge Island.

Enrollment: Majority of the class will represent the Filipino-American group, grades 9-12.

Mechanics: A research project of one trimester designed to construct a resource unit using a multi-media format of student made tapes, films, and written reports. Also stressed will be the collection of realia for the school's resource materials.

The final product will hopefully be a program that could be presented to other schools, civic groups, etc. Similar to the activities taking place in Seattle and environs, e.g. Black Arts Fest, American Heritage and Fine Arts Programs.

A team teaching approach will be used drawing upon the strengths of the faculty and community.

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UNITS OF WORK

Geography of the Philippines and Related Areas

The Filipino People and Their Culture

The Filipino Community on Bainbridge Island

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Unit I Philippine Geography

Objectives	Learning Experiences	Resource Material
1. To understand that the geography of the Philippines has played an important part in the development of the Filipino culture. a. Comprised of 7,083 islands, 500 of which are inhabited. b. The face of the land is tropical; underdeveloped but developing. c. At the extreme the countryside is marked by small communities unchanged over the last 100 years; at the other, stand centers of urban life and modern technology. d. Population hugs the coast or follows the rivers. e. The typical Philippine town is supported by the agriculture around it. f. Large cities are an inheritance from colonialism, having been the seat of colonial administration and trade.	1. Develop a series of slides showing the location of islands, climate, mountains, volcanoes, bodies of water, adjacent countries, and the major cities and ports. a. development of library research skills. b. development of skills with Audio-Visual equipment such as cameras, slide preparation and slide production. 2. Prepare a taped monologue related to the slides and the objectives. a. development of skills in collecting and organizing data. b. development of skills in the use of Video-tape equipment. 3. Classroom discussion to develop concepts related to Philippine geography.	Books: Dobby, Ernest, H. G., Southeast Asia, 7 th ed. U. of London, 1960. (Excellent geography of Southeast Asia) Vaughn, Josephine Budd, The Land and the People of the Philippines, rev, ed., Lippincott, 1902. Various Atlas' available in the school library will be used for this unit on geography. Various National Geographics and other magazines with pictures and articles related to the Philippines will be used as text material and slide material. Other sources for material on this unit: Philippine Consulate General MA4 7703 Commercial Attache MA2 9544 Philippine Airlines MA3 5745 Philippine President Lines MA3 1464
2. To understand the occupational skills of the Filipino and the Filipino immigrant as related to geography. a. Over seventy-five percent of the population lived in a rural setting in the early part of the 20th century. b. Towns and life in the towns was related to the agriculture that surrounded them. c. Only the two largest islands have points that are farther than 75 miles from the sea.		

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to geography. a. Agriculture industry must be modernized to meet competition from other Asian countries. b. Jobs must be provided for unemployed and for those left jobless through modernization. c. Favorable climate for foreign investment must be created. 4. To understand that the geography of the Philippines made it a desirable emperial acquisition. a. The Philippines have historically been the gateway to the Asian mainland whether coming from the east through the americas or west from Europe and the Middle East. b. Spain's acquisition of the Philipoines provided her with a gateway to all of Asia. c. American acquisition of the Philipoines ended Spanish colonialism and began near half a century of American domination.		

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To develop an awareness of the Filipino people and their rich cultural heritage in the following areas: 1. The Filipino family. a. traditionally an extended family organization. b. strong matriarchal influence. 2. Religion. a. Moslem influence came with the Malays. b. Spaniards brought Christianity. Roman Catholicism is unique to the Philippines as no other Asian country is a Christian nation. c. The first public Protestant services were conducted when Americans occupied the Philippines. d. 3/4's of the Filipino people are Roman Catholic. About one will on the members of the Independent Philippine Catholic Church. e. Believers in Islam are largely confined to the islands of Mindanao and Sulu. 3. Arts and music. a. Filipinos are good singers and dancers and love to act. b. Christmas pageant is popular event. 4. Dances. a. Dances have become a part of all fiestas. b. Tinikling; dance of bamboo poles is very exciting. c. Ceremonial; dance with fans, related to a fiesta.	1. Research a study of materials relative to the objectives. 2. Develop a program of slides, demonstrations, memorabilia, written and taped reports. 3. Classroom and group discussions to develop concepts related to the Filipino people and their cultural background. 4. Guest lectures from resource personnel. 5. To accomplish the objectives it will be necessary for the student to develop skills in: a. Researching library materials. b. Interviewing resource people. c. Using audio-visual equipment such as tape recorders, cameras, movie production. d. Collecting and organization of data.	Books: 1. [illegible], Leonard, History of the Philippines, rev. ed., Minn, 1964. (Good general history.) 2. Butwell, Richard, Southeast Asia Today and Tomorrow, Praeger, 1961. (National and international problems facing Southeast Asians.) 3. Fifield, Russell H., The Diplomacy of South-east Asia, 1945-1948, Harper, 1958. (Good study of foreign policies since WW II.) 4. Kevenholt, Albert, The Philippines: A Young Republic on the Move, Van Nostrand, 1962. (Covers the whole life of the Filipinos quite well.) 5. Rizal, Jose, The Lost Eden, trans. by Leon M. Guerrero, Indiana U., 1961. (A classic novel by one of the heroes of the Philippines.) 6. Vaughn, Josephine Rudd, The Land and People of the Philippines, rev. ed., Lippincott, 1962. 7. Fuchs, Lawrence H., Hawaii Pono, Harcourt, Brace and World, 1961. (A vivid account of the reasons for ethnic immigrations to the U. S.)

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3. Literature. a. Tagalog is the language in which most Filipino literature is written. b. Rizal, José wrote a classic novel and was a folk hero as well. b. Diverse peoples of the Philippines: The history of the Philippines is made up of diverse immigrating groups such as the Negritos, Malays, Chinese, Spaniards, and Americans. 7. Costumes and modes of dress. a. The Camisa is a gaily embroidered, sheer shirt worn outside the trousers by the men. b. Everyday clothes for women may include a one-piece dress woven from Manila hemp, wooden shoes carved with native scenes and a broad brimmed hat. c. For dress women wear expensive pineapple cloth dresses with silver or gold brocade with butterfly sleeved blouses. c. Languages and dialects. a. Tagalog is the language in which most Filipino literature is written. b. There are 87 dialects. c. To help unify the country the Americans taught English.		essay: Twain, Mark, People Sitting in Darkness. (An essay on American Imerialism in the Philippines. Very critical of the part played by the United States.) Materials to be researched by the students: Local libraries Old magazines

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Problem	Learning Activities	Resource Material
9. Customs and traditions: The rich Cultural [illegible] the Filipinos has been shaped by all the people who immigrated into the islands and the people who conquered and dominated them. 10. National Ideals - - National Anthem, Heroes, Flower, Etc.: 11. Government. a. Strongly influenced by American period of domination. b. Must overcome charges of graft and nepotism if it is to survive. 12. Spanish influence. a. Made the Philippines a christian country. b. Developed trade. c. Developed ports. 13. American influence. a. Developed educational system. b. Developed some industry. c. Developed a Philippine style of democracy. 14. Drive for independence. a. A goal during periods of domination by both Spain and U. S. b. Fought U. S. for their independence but were defeated. c. Gained independence in 1946.		

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1. To increase the [illegible] a community [illegible] the Bainbridge Island Filipino community by researching the following ideas: a. Filipino immigration to the U. S., Pacific States and Bainbridge Island: Most of the immigrants came from provinces in northern Luzon. b. Reasons for immigration: 1) employment: They came from an agricultural country and at first found employment mainly in this industry. 2) adventure: Some came for the adventure of living in a foreign country and the possibility of partaking in the great American dream. 3) education: Close American ties led to educational opportunities for a few immigrants. c. Contributions of the immigrants. a. In the early days of immigration the Filipinos filled a labor need. b. Have enriched the American melting pot with their customs and traditions. c. Immigrants have developed community clubs and youth organizations.	1. Collection of material through interviews of people living in this area. 2. Development of a taped, illustrated body of material relative to the objectives. 3. Classroom discussions to develop ideas and concepts related to the Filipino-American community and their background on Bainbridge Island. 4. To accomplish the objectives it will be necessary for the student to develop skills in: a. Researching library materials. b. Interviewing resource people. c. Using Audio-Visual equipment such as tape recorders, camera, slide production and the organization of resulting data.	1. People of Filipino-American ancestory living on Bainbridge Island or nearby. 2. Officials of the nearby Filipino Youth Organizations. 3. Filipino Community Clubs of Bainbridge Island and Seattle. 4. Mr. Fred Cordova of Seattle University.

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Objectives	Learning Activities	Resource Material
c. Problems faced by Filipino immigrants. a) Difficulty. b. Found cultural differences and developed cultural isolation during first generation. c. Found racial discrimination and difficulty in getting work other than in agriculture until World War II. d) Filipinos have tended to form own communities but are gradually coming into their own through developing community organizations, stressing education, and self enterprise. e) There are economically successful and enterprising Filipino-Americans.		

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RESOURCE PERSONNEL

Father Vincent Gowen
Mrs. D. Amirol
Mrs. A. Neal
Mr. M. Oreiro
Mr. R. McAllister
Mr. F. Cordova
Mr. D. Peeler
Mr. W. Winsor
Mr. K. Funrer
Mr. A. Heliner
Mrs. B. Willis
Mr. R. Miguel
Miss G. Soriano
Mr. S. Olmstead
Mrs. C. Dayton
Mr. L. Hislop
Filipino Youth Organization Personnel
Philippine Consulate Personnel
Philippine Airlines Personnel
Philippine President Lines Personnel

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